



History at Braunston School

Braunston School's history curriculum strives to inspire our children with the curiosity to know more, understand more and remember more about the past. We aim to provide our pupils with the knowledge, skills and understanding to appreciate where they have come from and how past events and significant people have helped to shape our world today.

Intent:

To learn and remember specific knowledge alongside developing the specific skills needed to be an effective primary historian.

To provide a high-quality history curriculum which will help children gain a coherent knowledge and understanding of Britain's past and those of the great civilizations of the world.

For children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups and the challenges of their time.

To enable pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

Our history curriculum encompasses the aims, breadth and programmes of study in the National Curriculum.

Implementation:

Through Foundation stage and KS1 we build a strong understanding of the concept of 'the past' by considering our own local and personal history and how this fits into a national and international historical narrative. Our curriculum also provides opportunities to learn about significant events beyond living memory and the people who, through endeavour and determination, made a lasting and important impact on our world.

In KS2 we have designed our units in a chronological narrative to show how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. We focus on beliefs, social groups, significant events and influential people in each unit, allowing us to compare historical perspectives through time.

At all stages we teach the 'knowledge' needed to be an excellent primary historian (such as dates, people and events) alongside the imperative historical concepts of continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends and ask historically valid questions.

History forms part of our school's aim to provide a broad and balanced education for all, whatever their ability. We achieve this by planning open – ended tasks that can have a variety responses, planning tasks of increasing difficulty and taking into account the learning needs of SEND pupils and those identified as highly able.

Impact:

Children will gain an excellent knowledge of History and will demonstrate the associated skills such as investigation and analysis which can be applied across all areas of our curriculum.

We assess this impact by the regular monitoring of our teaching and the assessment of the children's learning and understanding.

History in EYFS is encompassed within the 'Understanding the World' area of learning. This occurs through playing and exploring, being active, and through creative and critical thinking which takes place both inside and outside. Ongoing observational assessment of each child's achievements, interests and learning styles informs planning and leads to an EYFS Profile summary against the Understanding the World strand.